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# The Church School Teacher

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DECEMBER 1956



VOLUME XXV No. 10

# THE CHURCH SCHOOL TEACHER

VOL. XXV No. 10  
December 1956

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## CONTENTS

ARTICLES	PAGE
SUGGESTIONS FOR YOUR NEXT THREE STAFF MEETINGS .....	5
HELPS FOR TEACHERS OF KINDER- GARTEN .....	9
HELPS FOR TEACHERS OF PRIMARY ....	12
HELPS FOR TEACHERS OF JUNIORS ....	18
HELPS FOR TEACHERS OF INTERMEDIATES	22
HELPS FOR TEACHERS OF SENIORS ....	26
AUDIO VISUALS FOR USE WITH THE CGS	30
THE MAGNIFICAT .....	2
ADVENT MEDITATIONS .....	16, 17

## EDITORIAL

JUST A FEW WORDS .....	1
FROM YOUR DIRECTOR .....	3

Published and printed monthly except during July and August by the Augustana Book Concern, 639 38th St., Rock Island, Ill., under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, \$1.00 each. Single subscriptions, \$1.25. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931. at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 538, P. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.



# The Church School Teacher

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## Just A Few Words

By LAEL H. WESTBERG

*O sing to the Lord a new song  
for he has done marvelous things!*

Psalm 98

What will be the new song this Christmas. We will hear these of yesteryear—*All I Want for Christmas, Rudolph the Red-Nosed Reindeer, I'm Dreaming of a White Christmas*. What will be the new song?

Surely there will be one, for Christmas brings songs. You say, so does every occasion. But Christmas is different. What though a song is written just for the market? What though it is sold just for money? People sing it because the spirit must respond to Christmas. Deep calls to deep at Christmastime.

Deep calls to deep even though the response belies it. From the heart of the universe comes the call. God's sorrow but not fault that the answer is the wistfulness

of a white Christmas or two teeth or a fantasy. The call is from God's deep to the deep in every man be he Christian, Jew, Hindu, Buddhist, agnostic. It was for this that man was made—for the call of a child.

A child was born at Christmas. And forever he waits outside. A child grows to manhood. And a peace is wrought such as love could not have dreamed had not Love spoken through a cross, a death, a life.

What mother of such a son but needs ponder these things in her heart? What mother but needs softly sing, *My soul magnifies the Lord, and my spirit rejoices in God my Savior?*

What mother or what mother's son in a hate-filled atomic year but needs ponder these things in their hearts. But the song? What will be the new song?



## *Mary's Song of Christmas*

# THE MAGNIFICAT

*"My soul magnifies the Lord,  
and my spirit rejoices in God my Savior,  
for he has regarded the low estate of his handmaiden.  
For behold, henceforth all generations will call me  
blessed;*

*for he who is mighty has done great things for me,  
and holy is his name.*

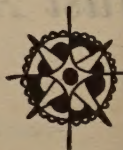
*And his mercy is on those who fear him  
from generation to generation.*

*He has shown strength with his arm,  
he has scattered the proud in the imagination of their  
hearts.*

*he has put down the mighty from their thrones,  
and exalted those of low degree;*

*he has filled the hungry with good things,  
and the rich he has sent empty away.*

*He has helped his servant Israel,  
in remembrance of his mercy,  
as he spoke to our fathers,  
to Abraham and to his posterity forever."*





# From Your Director

By LAEL H. WESTBERG

*Executive Director  
Board of Parish Education  
Augustana Lutheran Church*

THIS is being written in Arizona, the half-way point of Dr. Wilton Bergstrand's and my "Together" trip through the Columbia and California Conferences. The "Together" school is a co-operative project of the Board of Youth Activities and the Board of Parish Education to instruct High School Bible class teachers and Hi-league counselors.

We are having excellent response. Good representation from the congregations; stimulating interest. From our associated team working in Superior, Kansas and Nebraska, Miss Annette Johnson and Pastor Carl Manfred, we are getting similar enthusiastic reports.

This is the second year of the Together Schools." Next fall we will complete our three year cycle of the Synod's districts by taking the schools to the districts of the Red River Valley and the Minnesota Conferences.

There have been many good reactions to THE CHURCH SCHOOL TEACHER on this trip. Teachers

have said they use it privately and at church school meetings. Some have said their schools are following our suggestions for the monthly workers' meetings. (See page 5.)

Especially does it warm my heart to learn that teachers are using CST suggestions for meetings, for I am convinced that our outlines for monthly meetings give the best continuous teacher instruction available. Special teacher education sessions, inter-Lutheran and inter-denominational, are desirable. But the month-by-month staff meetings are the daily bread teachers need.

Follow the outline implicitly is our recommendation. It is designed to increase your knowledge of the Bible by steeping you in the very Biblical material which forms the bases of your Sunday school lessons for the next month. The *Practical Information Period* is a means of steady growth in teaching methods and churchmanship. The *Department Study* and

*Planning Period* is a boon to old and new teachers.

To this kind of workers' meeting you would be proud to invite a few parents. Why not do that occasionally. It would do them good.

A good letter from Mrs. Alden Skoog of Minneapolis' Bethlehem Church tells of some evangelism work. "We tried to win other members," Mrs. Skoog writes, "by means of an evangelism effort that would inspire our members to go out and 'bring them in.' We did not use any prizes or road maps. Through Pastor William Berg's article (see page 15 of *Mission Tidings*, Feb. 1956) and our church window (the walk to Emmaus) one of our teachers drew the enclosed picture." (A red heart, showing a flame emanating from it and a cross and Bible on the heart. This represents the burning hearts. Below is the blazing sun, symbolizing the enlightened minds. Figures of a boy and girl walking toward the sun depict the restless feet. Mrs. Skoog said this was done by the teacher artist as a chalk talk. Ed.)

"By these two means," the letter continues, "enlightened by appropriate scripture we kept reminding our children that: 1. Because of enlightened minds we have been told the story of Jesus and His love. 2. We should, therefore, have burning hearts,

hearts filled with love, on fire for the Lord. 3. We should have restless feet—go tell—bring others to Jesus."

So far the gain has been 16 new members. As a postscript Mrs. Skoog writes: "We are benefiting from Christian Growth Series material. We ran out of Sundays to finish My Treasure Chest (Intermediate July-Sept. 1956) but several girls finished on their own and handed me the results. It was a real thrill to see a theme written by one 13 year old on 'What the Bible Means to Me'."

Thanks, Mrs. Skoog. We are glad to get your letter and to present it to our readers.

Here is a sort of Edgar Guest contribution from a Sunday school teacher who wishes to remain anonymous. "As you can see," she says, "I am a tormented soul." She entitles it "A Hypocrite's Plea." Any reactions, readers, to pass on to "tormented soul"?

Within a recess of my mind

Deep misery does lie.

I long and beg for sweet escape,

Away from life to fly.

I wonder, in this busy age,

If many are like me,

Who wear a calm exterior,

But suffer inwardly.

Oh, I'm an actress and a fraud.

I flee from life, yet reach toward

God.



Convention makes me struggle on,  
When I'd prefer to just be gone!

Does God's great mercy spread to  
me,

A hypocrite to the Nth degree?  
If so, He is both Good and Just  
I'll pray for help—I really  
must.

Elsie Lindgren has some poems  
in this issue under the heading  
"Advent Meditations". In the  
poem on "Faith" I questioned her

expression of faith "twinkling."  
Seemed to me something stead-  
fast, like "shine", would be better.

Mrs. L. writes: "A student of  
astronomy once told me that stars  
may *shine* always but *twinkle* un-  
der special atmospheric conditions  
of extra moisture, high ice crystal  
content, etc. So the 'twinkle' in  
my poem indicates 'something ex-  
tra' which Christmastide gives us  
all."

*Twinkle* it is.

## Suggestions for Your Next Three Staff Meetings

### For Your December Meeting

THE purpose of the December  
meeting should be to study  
and make detailed plans for the  
January Sunday school sessions.  
The following is a suggested plan:

*Opening Worship*—five to ten  
minutes.

*Bible Study*—thirty minutes. The  
theme is "Jesus and His  
Church," with this outline:

I. His Home Life—Luke 2:  
39-52

II. His Work

A. The Preparation—bap-  
tism

Matthew 3:1-17; Mark  
1:1-11; Luke 3:1-22

B. The Assistants—choosing  
the Twelve

Matthew 10:1-4; Mark  
3:13-19; Luke 6:12-16

C. The Healing Ministry

Matthew 8:1-4, 28-32; 9:  
27-31, 35-36

Mark 1:29-31; 2:3-12;  
7:32-35

Luke 9:38-42; 18:35-43

John 5:1-9; 9:1-9

D. The Teaching Ministry

I. Sermon Excerpts—  
Matthew 5:1-12; 6:7-  
16; Luke 11:1-4

2. Parables—Matthew 13

III. His Church—its workers

A. The Twelve—Matthew  
10:5-42; Mark 6:7-13;  
Luke 9:1-6

- B. The Seventy—Luke 10: 1-16  
 C. Later Helpers—Acts 6: 1-7  
 D. Today's Work—Matthew 28:19-20; Hebrews 13:2; Galatians 6:10; Psalm 100:4; 122:1

*The Practical Information Period*  
 —thirty minutes.

The discussion could revolve around the subject of lesson planning and preparation. The following suggestions are given as possible resources:

The third chapter of *God's Master Builders* by Nolde and Hoh. This is a course in the Teacher Training and Leadership Series, available through the Augustana Book Concern.

Another suggestion is the use of the film strip, "The Teacher Teaches," from the LEAV Kit, available from Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

A third suggestion is using the following TTT charts available from the Board of Parish Education, 2445 Park Ave., Minneapolis 4, Minn.:

Chart I—"The Church School Teacher's Time Pattern for Effective Teaching"

Chart II—"How to Plan an Aim Centered Lesson"

Chart III—"How to Teach for Retention."

*Department Study and Planning Period*—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the winter quarter lesson material and this issue of *THE CHURCH SCHOOL TEACHER*. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
  - a. Biblical bases and aims.
  - b. Activities and materials needed.
  - c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

**For Your January Meeting**

The purpose of the meeting in January would be to study and make detailed plans for the February Sunday school sessions.

*Opening worship*—five to ten minutes.

*Bible Study*—thirty minutes. The theme is "Characteristics of a Christian Life."

I. Sincerity—Matthew 23



II. Loyalty—

Matthew 8:19-22,

Mark 10:17-22

III. Kindness—

Matthew 5:9; 22:39,

Ephesians 4: 32,

James 2:23,

I Samuel 20:13

IV. Service—

Matthew 20:20-28,

Mark 16:15,

Acts 9:36,

James 5:14

V. Prayer—

I Thessalonians 5:16-19,

I Timothy 2:1-8

Conclusion—The New Com-  
mandment

John 13:34-35,

Colossians 3:13-17

*The Practical Information Period*  
—thirty minutes.

This could be one of two lessons on "The Learning Process," thinking specifically of the teacher's approach. The following books from the Teacher Training and Leadership Series will serve as resource material:

Chapter one from *God's Master Builders* by Nolde and Hoh,

Chapter two from *Ways of Teaching* by Andersen.

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. See the directions under the suggestions for the De-

cember meeting. Refer to the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

For Your February Meeting

The purpose of the February meeting would be to study and make detailed plans for the March Sunday school sessions.

*Opening worship*—five to ten minutes.

*Bible Study*—thirty minutes. The theme is "Peter's Sermon."

1. Survey of Jesus' life: Acts 2: 22-24, 32-33

A. "Mighty works, wonders and signs"

1. Receives children

Matthew 18:1-10; 19: 13-15

Mark 9:36-37; 10:13-16

Luke 9:46-48; 18:15-17

2. Feeding of the five thousand

Matthew 14:13-21

Mark 6:31-44

Luke 9:10-17

John 6:5-13

3. Heals the sick

Matthew 9:18-19, 23-26; 15:21-28; 17:14-18

Mark 1:34; 5: 22-24, 35-43; 7:24-30

Luke 8:41-42, 49-56

John 4:46-53

## B. "Delivered up"

## 1. Preparing disciples

Matthew 16:13-17, 21-

23; 17:1-9, 22-23

Mark 8:27-33; 9:30-32

Luke 9:18-22, 28-36,

43-45

## 2. Holy Week

## a. Triumphal Entry

Matthew 21:1-12;

Mark 11:1-11; Luke

19:29-40

## b. Upper Room

Matthew 26:17-35;

Mark 14:12-31;

Luke 22:7-34; John

13:2-38

I Corinthians 10:16-

17; 11:20-28

## c. Gethsemane

Matthew 26:36-56;

Mark 14:32-52;

Luke 22:39-53; John

18:1-12

## d. Crucifixion

Matthew 26:57-27:

66; Mark 14:53-15:47;

Luke 22:54-23:56

John 18:12-19:42

## C. "God raised Him"

Matthew 28:1-16; Mark

16:1-8; Luke 24:1-12;

John 20:1-18

## II. "Repent and be baptized":

Acts 2:38

Acts 16:30-32; Romans 6:

1-11; Galatians 3:27; Ti-

tus 3:3-7.

*The Practical Information Period*  
—thirty minutes.

This will be a continuation of the previous month's discussion of "The Learning Process" discussing the pupil's approach. The following suggestions are given as possible resources:

Chapter three in *Ways of Teaching* by Andersen,

Chapter five in *God's Master Builders* by Nolde and Hoh,

Chapter four in *Understanding Our Pupils* by Haker.

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. See the directions under the suggestions for the December meeting. Refer to the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

## PARENTS AND TEACHERS:

You will want to note and make use of the Family Christmas Worship Service in the church school story paper, JUNIOR LIFE, for December 16, 1956.



# Helps for Teachers of Kindergarten

By RUTH M. SWANSON

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*Based on Christian Growth Series  
Kindergarten II, Winter Quarter*

KINDERGARTEN teachers, by now you have noticed the changes in the unit arrangements of this year's Christian Growth Series. The exchange of units between the first and second quarters makes for a more natural progression of thought. "Bible Homes" which was formerly the second unit of this quarter has been placed as the opening unit. The stories have been rearranged so that the lesson telling about Jesus' home forms a connecting link with the Christmas stories concluding the first quarter.

This short unit is followed by one titled "Bible Stories About God's Friends." You will recognize it as the former first unit of last quarter.

The final unit, "Jesus, the Children's Friend," is completed in the third quarter. It includes the Palm Sunday—Easter stories. Because Easter Sunday, April 21, falls in the third quarter this year, an adjustment will need to be made in the order of the lessons. Perhaps Unit C of the Spring

Quarter with its three lessons about Timothy might be used following Lesson 12 of the Winter Quarter. Then, Unit A plus Lesson 13 of the Winter Quarter would follow, and the Palm Sunday-Easter sequence would be used at the proper time. The third quarter would close with Unit B.

As we look into the Teacher's Guide for this quarter we notice some very helpful features. Included in the plans of all church school teachers should be an evaluation of their class sessions. The first step toward improved teaching in our church schools is an honest appraisal of our work in relation to the material taught and the pupils' response to it, coupled with a sincere desire to increase in teaching effectiveness. The paragraph entitled "Summing Up" offers specific help in this aspect of teacher growth. Let us not fail to make use of it in our self analysis.

Recognizing that parents and

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*Miss Swanson is a staff member of the Augustana Board of Parish Education.*

church school teachers share responsibilities in the Christian education of our children, we must use every opportunity to promote home-church co-operation. If, in checking each leaflet's note to parents, we find that the Biblical basis of the lesson has not been given, we should include it before giving the leaflet to the child. Then, each Sunday call the child's attention to the Parents' Part, suggesting that he tell the story, of the reference given, to his parents.

As we break the quarter into units for further study we must always keep in mind that we are dealing with four and five-year-olds in the kindergarten department. We must evaluate the aims of each lesson with that in mind, making sure they are applicable to the kindergarteners, then arrange the lesson plans to carry out those aims.

### **Unit A**

Unit A is an excellent one on Bible homes. Its stories will give the kindergarteners a background understanding of Bible homes and encourage them to help make their homes happy by sharing in their care and by being obedient, hospitable and kind.

An interesting project which could be carried out during this unit would be the making of models of Bible homes. A piece of chamois skin draped over four lit-

tle twigs set in balls of plasticine would be a reasonable facsimile of a tent home. A shoe box could readily be transformed into a home with a guest house. The models could be used as motivational material before presenting a story as well as in a review lesson. The youngsters could be helped to prepare a scene to use in retelling the story. Figures cut from old leaflets, mounted on oaktag and placed in pieces of plasticine would make nice additional "props."

### **Unit B**

This unit is one of the few in the entire kindergarten course which is composed entirely of Old Testament stories. We will find it easier to stress Bible teachings with kindergarteners if we build on the fact that they are Jesus' teachings. The Old Testament truths of this unit have in most cases been related to New Testament teachings with the use of a well chosen memory verse. Check "The Bible for Children" section of the leaflet.

Making a five part mural with one part completed at each session could become an interesting pre-session class project. The over-all title might be "God's Friends" with sections relating to each lesson theme, viz., "play well together," "are good neighbors," "are helpful," "are kind to one another" and "love one another." Illus-



trative magazine pictures or original drawings would complete the mural. This pre-session activity would be a means of reviewing the previous lesson before introducing the new one. To give these fours and fives that certain something which "is mine," we could help them complete reminders of each Sunday's memory verse. Simple mottoes or illustrative pictures to complete will give them a sense of accomplishment as well as a reminder of the lesson truth.

The stories in this unit lend themselves well to dramatization, so let us give our youngsters a chance to put their lesson truths into action. They will love it! Fours and fives have a vivid imagination so scarcely no equipment will be necessary. If lack of space prevents dramatization, a puppet play using "props" such as those described for use with Unit A could be substituted.

### Unit C

The closing unit, "Jesus, the Children's Friend," includes stories of Jesus' dealings with children who did not first approach Him. Here the kindergarteners become familiar with Jesus' friendly attitude toward the boy with the lunch, the sick boy, Jairus' daughter and other children.

"Jesus, Friend of Little Children" is a good song for use with this unit. It could serve as a de-

partment prayer song throughout the unit.

If we follow the changes suggested above for teaching the Easter story at the proper time, Lesson 12 would serve as a culminating lesson of this unit and Lesson 13 would be reserved for the Easter unit next quarter.

### And a Reminder

Each church school teacher should be a teacher of missions. Let us remember the correlation plans prepared by the Women's Missionary Society and the Board of Parish Education to help us place the missionary emphasis where it fits in naturally in our teaching. "World Friends I," available from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, includes outlines correlated with Christian Growth Series, pictures and stories planned for use in the culminating worships of each unit.

As we close this quarter we should take time out to evaluate our teaching. Ask ourselves the question: "Have my kindergarteners grown as the result of this quarter?" "Have I myself improved and grown?"

May we so prepare to teach each lesson that we are able to so reveal to the kindergartener the love of Jesus that each child can personally say, "Jesus is my Friend."

# *Helps for*

## Teachers of Primary

By RUTH M. SWANSON

*Based on Christian Growth Series  
Primary I, Winter Quarter*

WE are about to begin the winter quarter of our revised Christian Growth Series material. In previewing the material we notice that an adjustment will be necessary in order to teach Lesson 13 on Palm Sunday. One possibility would be to close this quarter with Lesson 12, and begin the spring quarter with its last unit, a three-lesson one on creation. We can then return to Lesson 13 on Palm Sunday and complete the unit with Lessons 1 and 2 of the spring quarter. Making such changes will mean having the spring quarter's material on hand early in order to make proper preparations.

### From Aims to Outcomes

We note also that each of the two units in this quarter definitely stress several of the desired outcomes of Christian Growth Series. How long has it been since we took time definitely to study page 4 of the Teacher's Guide? This might be an appropriate time to

compare the desired outcomes with the aims of each of the two units. Notice how very closely related they are?

### The Essentials

The arrangement of our Teacher's Guide is excellent—making it easy to use the many suggestions we find in it. We should become thoroughly familiar with its contents and adapt them to our situations. However, as our author suggests, "no plans can adequately meet the needs of *all* groups," so we need to study them and arrange them to fit our situation.

It is well to remember in all of our lesson planning the four essentials of any plan: Biblical basis, aims, procedures and materials. Looking through our Teacher's Guide we will soon recognize the fact that all of these have been included in each lesson and it will be comparatively easy for us to adjust them to fit our needs.

A public school kindergarten teacher was taking her class on a



field trip. As the bus approached a busy intersection one of the boys proudly announced, "By that stop sign is *my church!*" Unit A gives us an opportunity to build on this conception of "my church." It was established in the nursery, continued in the kindergarten and now, we begin to "develop the desire and ability to participate in the life and work of the church."

When "Lo, I am with you always" was used as a memory verse, four-year-old Allen emphatically explained, "That means forever and ever, until I die." Here in the primary department, we come upon the same concept. The key verse for Unit B is Matthew 28:20. May we use it to further their "understanding and appreciation of Jesus," and lead them "to understand that His love and the work of the church embraces everyone."

### **Blocks of Activity**

Our class sessions can be divided into blocks of activity: those used in pre-session, in connection with the Bible story, the related activities and closing devotions.

Pre-session should be the happy beginning of a profitable Sunday school hour. During this time we want to build a background for understanding of and to motivate interest in the day's lesson. The paragraphs entitled "As the Children Arrive" include many sug-

gestions for such activities. Small committees of children might work on projects of their choice and share results with the class later. Completing work remaining from former sessions, helping to arrange chairs, tables and the worship center, examining new materials, learning a new song and planning the worship will establish good group fellowship and motivate interest in the day's work.

### **The Importance of Readiness**

We cannot stress too much the need for having our children ready to listen before we begin telling the Bible story. If we do not secure their attention then, it will be doubtful if we will get it later. Motivating conversation is suggested in the section "Getting Ready for the Story." If no visual aids are used during the initial presentation of the story we will be more apt to have the group's undivided attention and we will be able to give the group all of our attention. The day's memory verse should be presented in connection with the Bible story, rather than as an isolated thought. Clinch the lesson by repeating the story with a flannelgraph presentation, a picture study or a dramatization and discussion. The discussion is of great import. We must do more than present a Biblical truth; we must relate it to the daily living of the pupils in our classes.

A class book with additions made as each lesson is studied could well be a continuing project for both units of this quarter. The younger children could paste illustrative magazine pictures or make original drawings for each page and the older ones could print captions telling the story. Individual flannelboards have endless possibilities, but the value lies in having the *children* reconstruct the story.

All of the suggestions given under the caption "Activities" can be readily accomplished and enjoyed by the primaries. We need choose only those which fit best into our situation. It is better to do a few things well than to attempt to do many things inadequately.

#### Let the Students Lead

The worship and the planning of it fit into each day's lesson so definitely that it would make an excellent close to the work of the session. The thoughts suggested in "Worship" may be used as a class or department devotion.

By this time the third graders and even some of the second graders will be able to read well. Give them a chance to use this skill and lead the group in the closing devotions. With a little help they will be able to read the day's story directly from the Bible. A bit of pre-session time spent in practicing is all that will be necessary.

The younger primaries could share in the planning for worship by selecting and arranging the picture and other worship center appointments. A third grader may complete the worship service chart: adding the names of the children who will read the Bible and lead in prayer and the names of the songs to be sung.

#### Use a Check List

In order that we will have all the materials which we plan to use in our lesson presentation we should make a check list. It may be only a marginal note in the Teacher's Guide but it will serve as a reminder to make sure we have all the necessary "props" when we arrive on Sunday morning. "Suggestions for Planning the Session" puts us a good way on the road toward that end. We need make only a few additions. The Christian Growth Series Picture Sets prepared especially for use with this year's material are still available from Augustana Book Concern. The accompanying guide will help us make proper selections.

In addition we will want to study the missionary education outlines prepared by the Women's Missionary Society and the Board of Parish Education. "World Friends I" has correlation plans plus pictures and stories to be used in the culminating worship serv-



ices of each unit. A new feature this year: two flannelgraphs with a missionary emphasis. These materials are available from Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois.

### And a Final Word

An excerpt from a particularly pertinent paragraph: "Only as the total work of each unit is kept con-

stantly in mind can each session make the maximum contribution to the attainment of goals." Let this be a reminder to us not to teach isolated lessons but units of thought.

"The Teacher Reflects on Her Work" provides us a weekly examination with which to evaluate our work. Let's profit by our findings.



# Advent

## ON THE FIRST SUNDAY IN ADVENT: *Faith*



On tiptoe, the winter dark  
lets fall its shadow  
over the highest hill,  
and stars are pinning the night  
to the sky.

Recall, recall  
out of the darkness burst the angel-song!  
We kindle the first Advent candle.  
Brighter than starlight  
may our faith twinkle,  
heavenward,  
out of our darkness!

## ON THE SECOND SUNDAY IN ADVENT: *Hope*



Ancient constellations,  
meteorites burning into stardust,  
and the North Star,  
summoning, "Follow!"

only one star has signalled  
the Way!

We kindle the second candle of Advent,  
remembering the radiance  
flooding a manger bed,  
guiding the Wise Men  
into the stable!

# itations

## ON THE THIRD SUNDAY IN ADVENT:

### *Dedication through Love*

Whom do we serve?  
What Caesar?  
Which tyrant of many titles—  
    Power or Greed or Despair?  
Are we the new blood of their dominion?  
Forgive our weakness, God.  
In His Name, Jesus,  
    use us!  
We kindle the third Advent candle,  
    from the light of Love in our hearts,  
    to mark our allegiance!



## ON THE FOURTH SUNDAY IN ADVENT: *Joy*

Now is the circle closed,  
    the crown of light worn joyously.  
We kindle the fourth candle of Advent.  
Kneeling, we wait for His coming—  
    the Son of our Heavenly Father!  
Now, by our Brother, Jesus, raised  
    from the stable floor,  
    we are renewed in spirit!  
Sing, "Gloria!  
Gloria in excelsis, Deo!"



*by Mrs. Elsie S. Lindgren*





## *Helps for* Teachers of Juniors

By MRS. MARY SHUEY

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*Based on Christian Growth Series  
Junior 1, Winter Quarter*

“WHEN Jesus Came,” the last unit of the Fall Quarter, very fittingly serves as a summary of that quarter by proclaiming the fulfillment of the promise given to Abraham and his descendants. It also serves as an introduction to the new quarter, “The Life of Jesus.”

This quarter is divided into three units. Unit A, “The Work Jesus Loved to Do,” tells of the beginning of Jesus’ public ministry. Unit B, “What People Thought About Jesus” relates the stories of Jesus’ continued ministry of good,

in spite of growing opposition and the choice of His followers to turn back. Unit C, “How Jesus’ Work Changed,” contains the passion story, which reveals the unending love of God for mankind and the perfect obedience of Jesus to His Father’s will. This is culminated in the glorious resurrection story, proclaiming to the world the victorious Christ, Who is not limited to the confinement of a body. Lesson 13, titled “Jesus Came to be

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*Mrs. Shuey is a member of the staff of the Augustana Board of Parish Education.*

the World's Savior," gives several suggestions for the review of the whole quarter.

The aims of the lessons in this quarter are of great importance to the Christian growth of the juniors. In their study of the life of Jesus and His ministry, the juniors are led to know Jesus as their personal Savior, and to understand that by His death and resurrection, He fulfilled God's promise as foretold in the Old Testament. The message of this quarter is the basis for the next two quarters—the junior in his church and in his daily living.

### **Claim the Aims**

The Teacher's Guide gives not only the Biblical basis, but also definite aims for each lesson. It is imperative that the teacher study the aims for each lesson in order to make them his own. The Guide gives valuable helps in planning the session, and also suggestions for the worship period. Pages 63 and 64 have general helps for all the sessions.

Unit A, telling of the work of Jesus, includes the first four lessons of this quarter. After His baptism, Jesus selected and trained His helpers to serve and to assist Him in the things He loved to do. The juniors are led to see that Jesus would select them according to their particular gifts, and that training is important in order to

do the best Christian service.

If the class decides to carry out the project for the quarter, as suggested in the Guide on page 12 and in the Study Book page 10, they should begin writing the stories and collecting or drawing pictures to illustrate them. Instead of or in addition to making the story book, some members could present the life of Jesus in somewhat a chronological order, by making an accordion booklet of pictures, captions, some pertinent question or title, and applicable Bible references.

The teacher, with the class, should carefully consider the suggestions given on page 14 in the Guide under "I Can Be a Helper" and decide which activity would be workable in their particular situation. Give emphasis to the juniors to make their own list on page 15 in the Study Book.

### **Dual Purpose Project**

The memory work of the Beatitudes is started in Lesson 4. An interesting project for portraying part of the Beatitudes would be the making of a wall hanging of muslin. This could be used later to serve as the background for the worship center. It would be more effective if the designs and the choice of verses have been worked out by the pupils as a result of their experience in class.

A poster with pictures of the

four kinds of soil and a caption, "What Kind of Soil Am I?", could be made to motivate the pupils to write a self-analysis. This probably would be more applicable to the sixth graders than to the fourth graders.

### **Get to Real Values**

The emphasis in Unit B, lessons 5-7, is the reaction of the people toward Jesus when His work and teachings were becoming known. Jesus showed much compassion and kindness to those who were sincere, but passed severe judgment on all insincerity and perversions. Opportunity should be given in this unit for the juniors to give and discuss the real values in daily living, why people today turn away from following Jesus, and what they can do to encourage faithfulness to Jesus.

Some of the activities started in Unit A will be continued throughout this unit. Lesson 6 gives several names and symbols representing Jesus. Making a dossal with various church symbols could be this unit's project and could be presented as the culmination of the unit. The symbols could be drawn on a white background and colored with crayons, tube or textile paints. The colors can be set by placing the cloth, crayon side down, on several thicknesses of paper and pressing with a warm iron.

The first two units of the quarter told of Jesus' preaching, teaching, and healing ministry. In Unit C, after the confession of Peter, "You are the Christ, the Son of the living God," Jesus focused His attention on the cross, preparing His disciples for what was to come. Throughout this unit the juniors are led to know that Jesus never shirked in His obedience to God, even when it meant giving His life. Even though it is a month before Easter, this study of the passion story will prepare the juniors for Easter. It will give more impact to God's way of salvation for the world, including each junior. The Second Article and its meaning should become very real through the study of this quarter's material.

### **Encourage Bible Use**

Juniors should be encouraged to use the Bible. It would be well if they could have their own. Many churches are following the plan of giving a Bible to each child as he enters the junior department. Constant use will mean a better understanding of the location of the books and the divisions of the Bible. More important, they will learn to know that through reading of the Bible, it becomes the source and guide to their Christian living. Seek to have the juniors enter their ado-



lescence with a hunger for continued Bible study.

The teacher of the juniors can capitalize on the fact that they are in the age of hero-worship. Set before them the Ideal Hero—Jesus. Some members of the class may make a research study of His character traits. A possible resource is *The King Nobody Wanted* by Norman Langford. They should be encouraged to read current biographies of strong characters, such as, *They Stand Tall* by Kenneth Hall and *We Grew Up in America* compiled by Alice Hazeltine.

### Consider Situation

In evaluating the suggestions given for the various activities, the teacher must consider the individual situation, the class, the time, the space and equipment, and select those which best accomplish the aims. The more advanced pupils should be assigned to do the extra memory work, research, analysis, etc., so as to challenge their abilities and interests. This should all be as a result of class session and not as preparatory for the new lesson. It is a good plan for a teacher to consistently evaluate his own teaching after each session, to determine whether or not the aims are being accomplished.

"Christian Growth Through Sharing" Junior I, 1956-1957 ed-

ition, has materials, including current missionary facts, arranged to correlate with each unit of the Christian Growth Series. There are also twelve worship services which can be used to culminate the unit's work. The packet is prepared by the Board of Parish Education and the Women's Missionary Society and is available through the latter's office at 3939 Pine Grove Ave., Chicago 13, Illinois.

### Resources for Learners

The stories, poems, and the devotional material in Junior LIFE, the church story paper, are planned to correlate with the lesson. Bring this to the attention of the children to motivate their use of the paper during the week.

Additional resource materials:

Books:

Smither, Ethel L., *A Picture Book of Palestine*

Entwistle, Mary, *The Bible Guide Book*

Keiser, Armilda B., *Here's How and When*

Filmstrips:

*Redemption* from Catechism Visualized Series by Church Craft

*Life of Christ* (set of two filmstrips) by Christian Education Press

Pictures:

Christian Growth Series Picture Sets.

# *Helps for* Teachers of Intermediates

By MRS. MARLYN V. LARSON

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*Based on Christian Growth Series  
Intermediate I, Winter Quarter*

ARE your prayers enlightened and prompted by the Holy Spirit through the Word of God?

Do the gifts of grace received in baptism influence your daily living?

Is it important to you to partake of the Lord's Supper often?

Is fellowship with God a reality to you?

What a soul-searching confronts us as we begin our preparation to guide the intermediates in a study of the Christian meaning of fellowship with God! None of us measures up to the task, but the guidance and inspiration of the Holy Spirit are promised to those who earnestly seek it.

So from the start we, the teachers, are conscious that we, too, are and must continue to be learners together with those we teach. Together with the intermediates we are to find in the

Lord's Prayer not only so many words said together in a group but a prayer to be thoughtfully prayed and also used as a pattern for all our prayers. We shall be led to know that our baptism is not only an impressive happening of infancy recorded on a certificate but the origin of a power in our lives today. We are to learn that in the Lord's Supper we have a source of forgiveness of sin and strength to live lives according to God's holy will. In other words, fellowship with God is to become more and more real to us all during these thirteen weeks.

It is the purpose of this article to help and inspire the teacher to use the excellent revised Study

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Book and Teacher's Guide for this quarter as effectively as possible. They should be at hand while this article is read.

### **Getting a Good Start**

The thought provoking questions or topic statements which head each lesson together with the interesting stories in "To Read Beforehand" are to be used to motivate the study in the whole class session. Often it is well to discuss the question or topic briefly, listing any related questions or thoughts which the class may bring up. The introductory incident can be woven into this discussion. Although we should give only a minimum of time to this part of the class session, it is very important that what is done is done well. An interesting introduction creates enthusiasm which the pupils will carry on through the lesson. It pays to plan a good introduction for each lesson.

### **Being Taught By the Holy Spirit**

The Holy Spirit teaches through the Word of God. For that reason each lesson goes quickly to the Bible in a section entitled "Turn to the Bible." The questions raised in the introduction are to be answered in a study of the Word.

Before we guide the pupils it would be very profitable for us to use the Bible passages involved for personal meditation and prayer.

As we begin each day during the week before a lesson is to be taught one of the Scripture passages from the next Sunday's lesson can be read. Several times during the day this passage can be recalled for thought and prayer—while commuting, while washing dishes, or in the many "waiting" moments we all have during the day. The Teacher's Guide can be referred to for the background for each passage. We have time for this, for many of us let much precious time pass in useless day-dreaming, even "on-the-job," which could be used in meditation on a subject such as "Why Should We Pray?"

### **A Good Habit**

It would be wonderful if we were also able to guide the intermediates to develop such a habit of meditation and prayer. They need the spiritual strength to live their faith. Such a devotional method would help them. They could make use of "Courage, Wisdom, Strength" from TEEN TALK or the Augustana Luther League's THE UNITING WORD.

With such Spirit-led preparation the actual teaching of the lessons according to the outlines found in the Teacher's Guide and the Study Book will be a joy. Perhaps, then, a Saturday afternoon or evening review and final arranging of the plan will be sufficient for good teaching on Sunday



morning. It pays to let the Holy Spirit teach us through the Word.

### **Being Guided By the Holy Spirit**

The Holy Spirit wishes to make application of the Biblical truth to each life. Such application is an individual matter. The lessons seek to do this through "Think of Your Life" which follows the Bible study in each case.

Again, reference to the Teacher's Guide is profitable. It gives many good suggestions. Ideas which will help the intermediates grow in their prayer life as they study The Lord's Prayer are given in Lesson 1. Since we all learn the most by doing, it would be very well to help each intermediate make the book of prayers suggested. Two plans for the project are given. Discuss with the class the form the books are to take. There is ample resource material easily available: The Psalms, The Hymnal, The Catechism (suggested prayers), and devotional books approved by the pastor. "Christian Growth Through Sharing," Intermediate I, 1956-57 Edition (available from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois) also contains such devotional material.

Prayers prepared by the pupils themselves should be included. Guidance for composing prayers is found in Lesson 10, "Can You

Do This," exercises 2 and 4. All intermediates should be able to follow this outline after discussing it in class. It pays to permit the Holy Spirit's enthusiasm and patience to use us to guide the "doing" activities for learning.

In each lesson the Catechism material is a summary of the Bible study and the application learning in "Think of Your Life." As we "Turn to the Catechism" in each lesson we will find that much understanding has already been built. However, before actual memorization is attempted a discussion of the content is needed. Word meanings are often vague and we need to look up a few each Sunday. A class vocabulary list could be kept as this is done giving the word, pronunciation markings, and the meaning. A dictionary will be needed for this work. A blackboard serves very well for such an activity. See the audio-visual listing found elsewhere in this issue for filmstrips which will be helpful in the Catechism study of this quarter.

### **It Pays**

As in the Fall Quarter memorization is one of the aims of this quarter. On page 17 of the September 1956 CHURCH SCHOOL TEACHER appears an article in which intermediate teachers are given a suggested approach to memorization work. If these ideas

were used last quarter, only a bit of review will bring them to mind again. It pays to help the intermediate with memorization of the Catechism.

### Reviewing What We Have Learned

An assignment given for homework during the week which follows each lesson is a review. For most of the lessons of this quarter the pupil's homework assignment notebook may look like the following:

1. Complete the page in My Book of Prayers started today in class.

2. Review the Catechism memorized in class today.

3. Finish "Can You Do This?" in today's lesson.

Extra Work: Do "Find a Bible Verse" in today's lesson.

Such follow-up assignments to be done during the week are of value if attention is given to them the following Sunday. Many intermediate classes have a pre-session period (time before the scheduled opening) in which this work is reviewed and discussed. When

a pre-session period is not feasible, the new lesson may be introduced through a review of the assignment work.

In churches where the pastor's class and the Sunday school class are being integrated as suggested in the Teacher's Guide for Lesson 1 and in the September 1956 CHURCH SCHOOL TEACHER article for intermediate teachers, the homework assignments made in the Sunday school class will be discussed in the pastor's class or vice versa. Then it may become necessary for the Sunday school teacher and the pastor to have a weekly conference in order to keep the work unified.

It pays to give and follow up the assignments on the lessons taught each Sunday.

### Growing in Fellowship

What does it mean to have fellowship with God? May we all, teachers and intermediates, grow in our ability to give answer to this question as we are taught by the Holy Spirit through the Word during this quarter.



# Helps for Teachers of Seniors

By HILVIE GROSS

*Based on Christian Growth Series  
Senior I, Winter Quarter*

THE senior high school youth lives in a world of his own: *the teen-age world*. He is no longer a child and he is not yet an adult. Breaking away from his childhood ties and desperately seeking independence, the youth needs to find a philosophy on which to build his life. Only then can he enter the adult world confidently—ready to assume his full responsibility in adult society.

*What's Wrong and How Right It?*, the winter quarter for seniors, aims to help the senior find a Christian philosophy of life. Furthermore, as stated on page 5 of the Teacher's Guide, the quarter aims to help the youth "grasp a simple doctrinal statement of Christianity, appreciate the necessity of Christian truth for vital religion—personal and social; and to live in the light of this truth."

It is at the high school age that one's intelligence reaches its maturity. Youth now reaches the age of reasoning for himself. No longer does he accept truth just because someone tells him it is the truth. Honest doubting of some of the things learned in Sunday school or confirmation is common, although many youth may fear to express these doubts outside their own peer group. Indeed, unless one goes through a period of doubting and examining the truths for himself it is unlikely he will ever reach the spiritual maturity God expects his children to attain.

As Dr. Lewis Sherrill in his book, *The Struggle of the Soul*,

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*Mrs. Gross is a former staff member of Augustana's Board of Parish Education. She and her husband reside in Great Bend, Kansas, where Mr. Gross is music instructor in G. B.'s Junior High School.*



states when discussing the adolescent's struggle between outward pressures to conform to the view of life held by his parents and the inward pressure to wean himself and assert his own individuality, the youth is in danger of becoming a "chronic adolescent." To quote Sherrill, "Unless he can be helped toward a deeper self-discovery he is in danger of being swept along either toward a sterile conformity to the heaviest pressure . . . ; or else toward a futile rebellion against all pressures from every source. In either case there is the possibility that a youth may become a sort of chronic adolescent, engaging hectically in living, yet stalemated by life; wanting more education, yet resisting it; resentful, yet still remaining dependent; growing older but not growing up."

### New Potential

The high school youth is entering the period of life when he can grasp the abstract principles of religion. At an earlier age much of his religious learning has been accepted as taught, without questioning and perhaps without comprehending. Now youth can, under the call of the Holy Spirit, personally take hold of the truths revealed and relate himself to God. He can see his life as a part of God's creation—created for a definite purpose—and as an object of

God's infinite love. There he can respond through a wholehearted dedication of self. His choice of a life vocation can take on great significance.

Indeed, this is a challenging quarter to any teacher. If the aim of helping each youth find a Christian philosophy of life is to be achieved, the teaching must be alive and informal. The youth must have ample opportunity to reason for himself; attempts toward outward conformity must be avoided. Youth must be helped to recognize God's love for them and find ways of responding to that love.

### Teacher's Preparation

Our text provides the senior with an interesting study of our Christian faith. Likewise the Teacher's Guide gives excellent help to the teacher to keep the study alive. When we recognize that Milton A. Haker, the author, is also the author of the well-known books, *Methods for Workers with Seniors* and *Understanding Our Pupils*, we can rightly expect this material to be expertly prepared. I certainly wasn't disappointed; I'm sure you won't be either.

The conscientious teacher of seniors, however, will not be satisfied to limit his preparation to the Study Book, the Teacher's Guide, and the Bible and catechetical ref-

erences. He needs assurance of his ability to express his own mature faith simply and positively, and to show that faith in various situations. He also needs access to familiar references for youth's own study if and when individuals reveal a quest for more light on certain subjects.

Our text is a splendid guide to the scriptures where God's truth for our lives is revealed. It also points up sections in the Catechism which help us better understand these truths.

### Supplementary Helps

The books of the Leadership Education Series by Martin J. Heineken, *Basic Christian Teachings* and *Truths We Live By*, are recommended for the teacher's own study. Each teacher of seniors should study or re-read at least one of these books before beginning the new quarter.

Two books which youth themselves will find helpful as they search for their philosophy of life were referred to in last quarter's "Helps" article. They are Hulme's *Face Your Life with Confidence*<sup>1</sup> and Crawford and Woodward's *Better Ways of Growing Up*. This time Part I of *Face Your Life with Confidence*, "Founding Our Faith," and chapters 13 and 14 of *Better Ways of Growing Up*, "Light on Life's Mysteries" and "Faith to Live

By," are pertinent. Either or both of these books should be on hand throughout the quarter, and at least one class session should be devoted to this material.

### The Teaching

In this quarter it is especially important that there be an atmosphere of freedom to discuss, seek answers to problems, and meditate. The author approaches the study of our faith positively in a skillful and appealing manner. The above mentioned books for youth bring out some of the most common questions which confront maturing teen-agers and help the reader develop mature Christian attitudes.

The teacher may wish to confer with the class steering committee to determine the approach to this study. Will you begin with the question posed in the study book, "Where does religion start?" Or will a question on one of life's mysteries, such as "Can I rightly believe in both science and religion?" (or one of the other questions on pages 183 to 187 of *Better Ways of Growing Up*), spark up interest better? Either approach could easily lead into an analysis of our Christian religion to see if it is really a faith by which we can live in 1957. For this analysis the lesson material gives excellent guidance for Bible study and catechistic references.

The definition of religion (page

8, Study Book) as "God's love for man and man's response to that love" can introduce the study's two units:

Unit A. The Divine or Sacramental (God's love for man)

Unit B. The Human or Sacrificial (man's response to God).

These are the two units outlined by the author. May God guide you as you study them, select the most essential things in them for your seniors, and outline your plans for each unit. Then, as you teach, may He also make you alert to any changes in the plan or developments which may make the study more valuable for each student.

Each unit should culminate with a fitting service of worship—preferably pupil-planned and led. The theme for Unit A's worship may be "Thanks be to God" or "For God so loved." Unit B may have a stewardship theme, such as "We give Thee but Thine own." The worship planning committees can find helpful ideas in the "Suggestions for Worship" at the end of each lesson in the Teacher's Guide, but certainly they should not be limited by these.

### Extra! Special!

Sometime during the quarter—either at an evening youth meeting or at one of the regular church school sessions—there should be a panel discussion (or other type of

presentation) based on some of the most common questions which confront youth of today in their growth in the Christian life. This may be based on the chapters in *Better Ways of Growing Up* entitled "Light on Life's Mysteries" and "Faith to Live By." Or it may be based on the section, "Founding Our Faith," in Hulme's book, *Face Your Life with Confidence*.

### To Stimulate Discussion

If this is a panel discussion, one pupil or the teacher will serve as the moderator. Individual pupils will be assigned portions in the book to summarize. After the panel presents the topic or topics, other members of the class may enter into the discussion with questions, observations, reactions, or other comments.

Let us remember that it is the working of the Holy Spirit in the life of each individual which enables him to relate himself to God and respond to Him in a dedicated life of stewardship. May we as teachers never hinder the Holy Spirit. Rather, may we be used as channels of God's love, counselling our youth and helping them find avenues by which to respond to His love.

<sup>1</sup>All books listed are available for purchase from Augustana Book Concern, Rock Island, Illinois, and are recommended for a local church school library.



## AUDIO-VISUALS FOR USE WITH THE CHRISTIAN GROWTH SERIES

### WINTER QUARTER

January, February, March, 1957

Each quarter a new set of selected audio-visual instructional materials is provided for leaders in the Sunday schools using Christian Growth Series.

Filmstrips may be purchased or rented from the Augustana Audio Visual Service, 2445 Park Ave., Minneapolis 4, Minn. Filmstrip rentals run from \$2.00 to \$3.00 plus postage. Films may be rented from the nearest Religious Films Library. This interdenominational distribution system now covers the entire country through these addresses. Write R.F.L. (Religious Film Library) at:

220 W. Monroe St., Chicago 6, Ill.  
57 E. Main St., Columbus 15, Ohio  
240 Fifth St., Dayton 2, Ohio  
2445 Park Ave., Minneapolis 4, Minn.  
17 Park Place, New York 7, N. Y.  
1505 Race St., Philadelphia 2, Pa.  
209 Ninth St., Pittsburgh 22, Pa.  
8 N. 6th St., Richmond 9, Va.  
Beaumont and Pine Blvd., St. Louis 3, Mo.

825 SW 4th Ave., Portland, Oregon  
4006 Oak St., Dallas, Texas  
1399 Lake St., Pasadena, Calif.  
1205 N. 45th St., Seattle, Wash.  
1467 S. Broadway, Denver, Colo.

Although there are sometimes several audio-visuals listed for a given lesson, the user will select only one to use—and that one must be carefully fitted into the session. The best use is the kind which involves the audience to a maximum

extent, before, during or after the presentation. It is sometimes very effective to stop a film at a given point to engage the learning group in a discussion, then proceed with the showing. The same is true with the sound filmstrip. It is greatly to be desired that teachers using filmstrips with narrative scripts engage the viewers continually during the presentation.

Abbreviations are as follows: F, for film; Fs, for filmstrip; Sfs, for sound filmstrip (with recording); S, for slides; R, for recording.

### PRIMARY I—Winter Quarter JESUS AND HIS CHURCH

Session 6—What the Church Does for Others

Sfs—**The Travelin' Man**—77 frames, with LP recording. Rental \$2.50.

Session 7—Helping in Our Church

Sfs—**Bill Brought Them**—58 frames, with LP recording. Purchase price \$6.00, rental \$2.00.

Session 9—What Jesus Did for Jairus' daughter

F—**Jairus' Daughter**—30 min., b&w. Rental \$9.00.

Session 10—How Jesus Helped the Official's Son

F—**A Certain Nobleman**—20 min., b&w. Rental \$7.00.

# JUNIOR I—Winter Quarter

## THE LIFE OF JESUS FOR JUNIORS

Lesson 1—Jesus Is Baptized by John  
Fs—**Boyhood and Baptism** (Cathedral)  
—color with LP record. Rental \$3.00.  
F—**Boyhood and Baptism**—30 min., b&w.  
Rental \$9.00.

F—**Ministry of John the Baptist**—20  
min., b&w. Rental \$6.50.

Lesson 2—Jesus Uses Helpers

F—**Calling of Matthew**—28 min., b&w.  
Rental \$9.00.

F—**Jesus and the Fishermen**—15 min.,  
b&w. Rental \$5.00.

F—**First Disciples**—15 min., b&w. Rental  
\$5.00.

Lesson 3—Jesus Heals People

F—**Blind Beggar of Jerusalem**—30 min.,  
b&w. Rental \$9.00.

F—**Men of the Wilderness**—30 min.,  
b&w. Rental \$9.00.

Fs—**Men of the Wilderness**—color, with  
LP recording. Rental \$3.00.

F—**Thy Sins Are Forgiven**—15 min.,  
b&w. Rental \$5.00.

Lesson 4—Jesus Teaches About the Kingdom

Sfs—**The Fairy Ring** (From the Cathedral  
"Parables from Nature" Series.) Color,  
with LP recording. Purchase price \$7.50.

Lesson 5—Jesus Reproves the Pharisees

F—**Jesus, Lord of the Sabbath**—15 min.,  
b&w. Rental \$5.00.

F—**Before Abraham Was, I Am**—20  
min., b&w. Rental \$6.50.

Lesson 7—Some People Turn Away from Jesus

F—**The Rich Young Ruler**—28 min.,  
b&w. Rental \$9.00.

Lesson 8—Jesus Proves His Greatness

F—**The Transfiguration**—20 min., b&w.  
Rental \$6.50.

Lesson 9—In the Upper Room

Sfs—**The Last Supper**—color, 33 frames,  
with LP recording. Rental \$3.00.

Fs—**The Last Supper**—color, 28 frames.  
Purchase price \$5.00.

Lesson 10—Jesus Decided to Keep On

Sfs—**Gethsemane**—color, 32 frames,  
with LP recording. Rental \$3.00.

Lesson 11—Jesus Gives His Life on the Cross

Sfs—**Judgment and Crucifixion**—color,  
30 frames, with LP recording. Rental  
\$3.00.

Lesson 12—The Risen Jesus Makes Clear His Life Work

Sfs—**The Resurrection**—color, 32 frames,  
with LP recording. Rental \$3.00.

Lesson 13—Jesus Came to Be the World's Savior

Fs—**The Life of Christ** (Barosin) Part I  
—35 frames, color. Purchase price  
\$5.00.

Fs—**The Life of Christ** (Barosin) Part II  
—35 frames, color. Purchase price  
\$5.00.

## INTERMEDIATE I—Winter Quarter

### We Have Fellowship with God

Lesson 1—Why Should We Pray

Fs—**Christian Prayer**—52 frames, b&w.  
Purchase price \$4.00.

Lesson 2—To Whom Do We Pray?

Fs—**The Lord's Prayer, Part 1**—32  
frames, b&w. Sold only as part of set  
of four filmstrips, \$10.00.  
(Introduction)

Lesson 3—Revering God and His Name

Fs—**The Lord's Prayer, Part 1**—32  
frames, b&w. Sold only as part of a set  
of four filmstrips, \$10.00.  
(First Petition)

Lesson 4—God's Way, Not Mine

Fs—**The Lord's Prayer, Part 2**—27  
frames, b&w. Sold only as part of set  
of four filmstrips, \$10.00.  
(Second and Third Petitions)

Lesson 5—God's Interest in My Needs

Fs—**The Lord's Prayer, Part 3**—32  
frames, b&w. Sold only as part of set  
of four filmstrips \$10.00.  
(Fourth Petition)

Lesson 6—Forgiven and Forgiving

Fs—**The Lord's Prayer, Part 3**—32  
frames, b&w. Sold only as part of set  
of four filmstrips \$10.00.  
(Fifth Petition)

F—**As We Forgive**—50 min., b&w. Rental  
\$14.00.

F—**Who Is My Neighbor?**—30 min.,  
b&w. Rental \$9.00.



## Lesson 7—Facing Temptation

Fs—**The Lord's Prayer, Part 4**—34 frames, b&w. Sold only as part of a set of four filmstrips \$10.00.

(Sixth Petition)

F—**Unto Thyself Be True**—20 min., b&w. Rental \$6.00.

## Lesson 8—When Trouble Threatens

Fs—**The Lord's Prayer, Part 4**—34 frames, b&w. Sold only as part of a set of four filmstrips \$10.00.

(Seventh Petition)

## Lesson 9—Praising God

Fs—**The Lord's Prayer, Part 4**—34 frames, b&w. Sold only as part of a set of four filmstrips \$10.00.

(Conclusion)

## Lesson 10—Prayer Morning, Evening and at Meals

Sfs—**At Home with God**—70 frames, b&w. Rental \$2.50.

F—**Bible on the Table**—28 min., b&w. Rental \$8.00.

## Lesson 11—Using Our Baptism Daily

Fs—**Holy Baptism**—47 frames, b&w. Purchase price \$4.00.

## Lesson 12—Our Savior's Nearest Presence

Fs—**The Lord's Supper**—46 frames, b&w. Purchase price \$4.00.

## SENIOR 1—Winter Quarter

## What's Wrong and How Right It

## Lesson 2—God As Creator

Fs—**Creation, First Article of the Apostles' Creed**—52 frames, color. Purchase price \$10.00.

F—**The Creation According to Genesis**—10 min., color. Rental \$5.00.

F—**God of Creation**—37 min., color. Rental \$12.50. (For other subjects in the Moody Series see the Audio Visual Resource Guide NCCUSA.)

Fs—**Sermons from Science**—16 filmstrips in color, Series 1 and 2. Produced by Moody Institute of Science. Purchase price \$5.00 per filmstrip.

## Lesson 3—God As Man

r—**Barabbas the Robber**—38 min., b&w. Rental \$12.00.

Fs—**Redemption, Second Article of the Creed**—2 fss., b&w. Part 1—40 frames, Part 2—40 frames. Sold together \$6.00.

## Lesson 4—God's Spirit in Man

Fs—**Sanctification, Third Article of the Apostles' Creed**—3 fss., b&w. Part 1—35 frames, Part 2—35 frames, Part 3—35 frames. Sold together \$9.00.

## Lesson 5—God Is One

Fs—**Symbols of the Faith** (Cathedral)—color, with LP recording. Purchase price \$7.50.

## Lesson 6—The Book of God

Fs—**The Story of Our Bible**—58 frames, b&w. Purchase price \$3.00.

F—**45 Tioga Street**—32 min., b&w. Rental \$9.00.

## Lesson 7—The Church and Its Sacraments

Fs—**Holy Baptism**—47 frames, b&w. Purchase price \$4.00.

Fs—**The Lord's Supper**—46 frames b&w. Purchase price \$4.00.

F—**And Now I See**—36 min., b&w. Rental \$10.00.

## Lesson 8—What God Wants Man to Be

F—**What Is a Christian?**—30 min., TV story, b&w. Rental \$9.00.

## Lesson 9—What Man Is

F—**The Hidden Heart**—30 min., b&w. Rental \$10.00.

F—**The Beginning of the Rainbow**—30 min., b&w. Rental \$9.00.

## Lesson 10—What Man Can Be

F—**Simon Peter, Fisherman**—30 min., b&w. Rental \$9.00.

F—**No Greater Power**—20 min., b&w. Rental \$7.00.

F—**Salt of the Earth**—50 min., b&w. Rental \$12.00.

## Lesson 12—Prayer and Worship

F—**Faith of Our Families**—34 min., b&w. Rental \$11.50.

F—**Bible On the Table**—28 min., b&w. Rental \$8.00.

Sfs—**At Home with God**—70 frames, b&w. Rental \$2.50.

Fs—**Christian Prayer**—52 frames, b&w. Purchase price \$4.00.

## Lesson 13—The Stewardship of Money, Time, and Ability

F—**Like a Mighty Army**—48 min., b&w. Rental \$12.00.

F—**For Good or Evil**—45 min., b&w. Rental \$12.00.

F—**Missionary to Walker's Garage**—30 min., b&w. Rental \$9.00.